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The Oberlin Alumni Magazine



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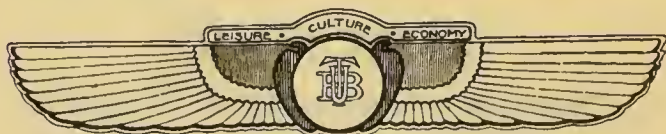
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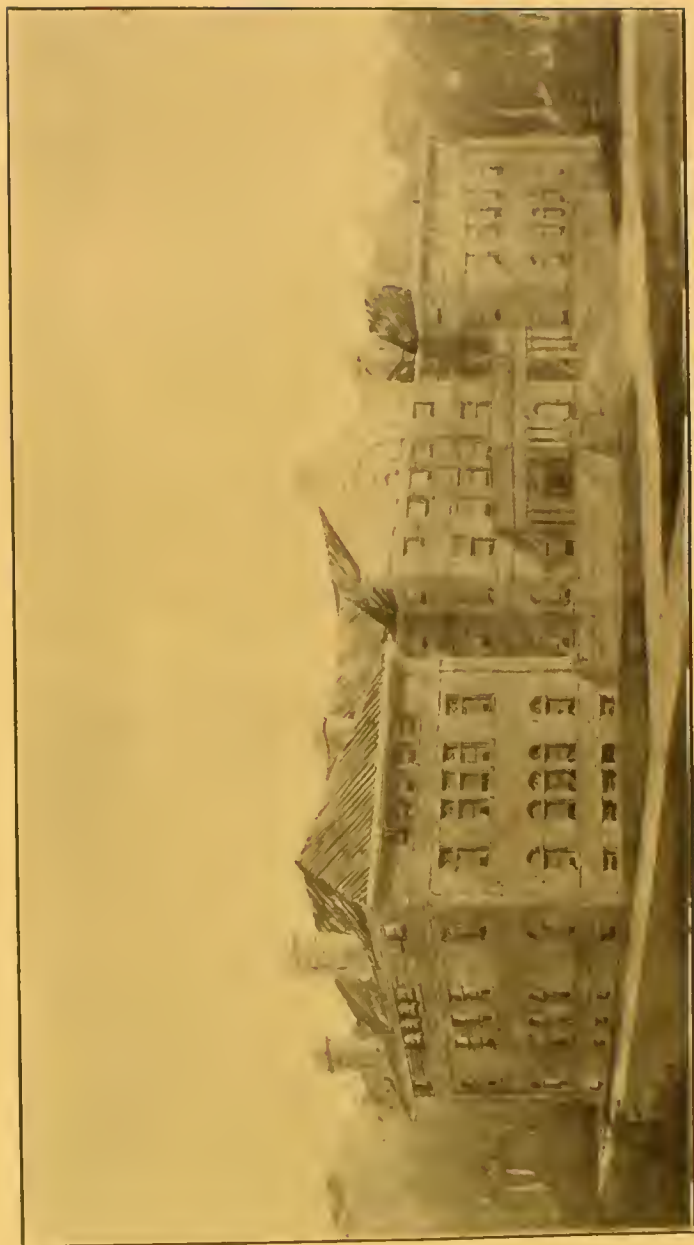
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The Oberlin Alumni Magazine

Volume V—Number 10

OBERLIN, OHIO

July 1909

Baccalaureate Sermon.

(Baccalaureate Sermon, delivered by President King, Sunday afternoon June 20, 1909.)

"Ye are the salt of the earth: but if the salt have lost its savor, wherewith shall it be salted? It is thenceforth good for nothing but to be cast out and trodden under foot of men." Matthew 5:13.

These words, we may be sure, came straight out of the consciousness of Jesus at the time; they stand in that discourse which was spoken after he had thoughtfully, prayerfully, chosen the Twelve, in order that, in Mark's significant words, "they might be with him and that he might send them forth." In the beginning of this address, he has just characterized, in those sayings we call the Beatitudes, the subjects of that spiritual kingdom which he came to make a reality. And when he says of those so characterized, "Ye are the salt of the earth," "Ye are the light of the world," he only expresses in words what he has already affirmed in act in the choice of the Twelve.

He knows that his one mission is to make God's reign among men a reality. But God's reign can be no forced reign. He truly rules only where the hearts of men elect him to rule. The Kingdom of God in its inner meaning must be always, as Dr. Mulford saw "the Republic of God." The task of Jesus therefore becomes that of actually winning men into the love and into the doing of the will of God. No show of submission avails; no outward obedience suffices. Only the inner reign of God in the hearts and wills of men counts. Jesus accomplishes his mission, then, in just so far as men share his own filial spirit toward God, his own brotherly love for men. His method, therefore, is simplicity itself,—keeping a few men in close companionship with himself until they catch his spirit and are so fitted to become in their turn centers of life for others. This is the heart of his task.

Out of this clear consciousness, now, the words of our text are spoken, "Ye are the salt of the earth; but if the salt have lost its

savor, wherewith shall it be salted?" The words express his method and hope, "Ye are the salt of the earth;" and his one anxiety, "If the salt have lost its savor." His method and hope are the contagion of the good life; his anxiety, that the good life fail not. In its twofold suggestion the text finds an accurate modern echo in the deep-going words of Herrmann, "Mental and spiritual independence on the part of the individual, that is what we can ourselves recognize to be prescribed to us by the moral law." That is to say, the kingdom of love demands necessarily as its one great method, fellowship; but that the fellowship may avail, the individual life must be absolutely honest, sound, and true. "Ye are the salt of the earth; but if the salt have lost its savor, wherewith shall it be salted?"

And the words peculiarly fit an occasion like this; for it is the one business of a college to send its students out into life better fitted to be what Jesus wished his disciples to be,—radiating centers of wholesome life. If the College fails here, it fails indeed. And so, as I face to-day the members of the graduating class for the last time as teacher, my hope for them must be the hope of Jesus,—that they may be salt of the earth; my anxiety his,—lest they prove salt that has lost its saltiness.

I. The method of the contagion of the good life—Mental and spiritual fellowship among men.

Jesus has used various illustrations to make clear his sense of the only way in which society can be brought to its true goal. Only men can save men. The good life is the salt that must preserve the earth sound. It is the light that must enlighten the world's darkness. It is the leaven that must permeate every element of the lump of society. It is the seed of life that must grow and reproduce itself. The kingdom of love can be established only thru the loving *life*. It cannot be legislated into existence. It cannot be created out of hand. Life comes only from life. This is the theory and method of Jesus, and it does seem at first sight hopelessly simple and ridiculously inadequate.

And yet the method of the contagion of the good life is a *hopeful* method. It is with great hope in his heart that Jesus sets himself, thus, thru the divine touch of his own life, to create out of this little circle about him, this life-giving seed and nucleus of the world's civilization. For he has matchless faith in the contagion of the good,

in its capacity for growth. If one would have a figure of what may be expected from the single good life hidden in society's mass, let him look, he says at the million-fold growth of a single grain of mustard seed; such is the promise of the good seed of the Kingdom, divinely quickened. The hidden forces of the universe,—the power of Almighty God—are in the seed. The good life is he who seeks the ends of God, and he who seeks the ends of God may count upon the power of God. Surely the Kingdom of God is like a grain of mustard seed; believe and hope endlessly. Salt will preserve, light will enlighten, heaven will work, life will grow. The good life is inevitably and mightily contagious. You may count upon it for every germ of good in yourself, in those you love, in the world. Keep high your hope.

And yet men scout the forces that Jesus counted alone sufficient, as hopelessly feeble. The power of a loving life—how little, they have said, can it do! And thru the generations, they have brought, for example, the whole enginery of the state to bear, with force and violence and punishment, upon the criminal, only to drive him further into crime. While claiming the name of Christ, they have scornfully abjured the methods of Christ as weakly sentimental and ineffective. It is against this infidelity of professedly Christian states, against the unspeakable folly of refusing to use the only omnipotent forces, that Tolstoy has justly cried out.

And it is the greatest glory of our own time that in it are found men who are slowly regaining Christ's faith in the omnipotence of the humble, believing, loving life. Judge Lindsay's marvelous Juvenile Court record is a plain translation into a piece of modern life, of Christ's own method of the contagion of the loving life. And the increasing adoption of the "big brother" method of Juvenile Courts, is only an exhibition of the same spirit. It is no cheap and easy method. But open-minded humility and trust and patient self-giving love are proving the only really effective forces for the conquest of evil.

The method of the contagion of the loving life is a *hopeful* method.

The simplicity of Christ's method implies, further, that ultimately it is the *inevitable* method, that the only thing, finally, that any man has to give is himself—the contagion of his own spirit. If

that self is significant and worthy, so is his service. If the self is worthless, so is all attempted service. No machinery, no device, no externals of any kind, no magic, no miracle, can get worthwhile service out of a worthless self. Neither education nor religion can furnish a way by which one may trick the laws of life. Acute lawyers may find loopholes in human legislation, but there is no way of tricking the laws of God. There is no possible manipulation by which life can be gotten from death, truth from falsity, genuineness from sham. Both the critics and the defenders of educational methods, therefore, are quite certain to exaggerate. There is, no doubt, a choice in methods. But the one final method back of all subsidiary methods is the contact of life with life. Ultimately the one indispensable thing is a man of character and judgment, and the honest response of honest souls to such a soul. Granted that, the most faulty method cannot wholly fail. Lacking that, the most scientific pedagogy will not suffice.

The method of the contagion of the good life is the *inevitable* method. Finally we are shut up to that.

This method of Jesus, too, is a *positive* method. Jesus cares for no goodness that is merely negative. The only goodness he knows is the goodness of a positive, ministering, self-forgetting, self-giving love. It is the very business of salt to season, of light to enlighten, yeast to leaven, of the seed to die to itself and live again in far larger life. The stupidity of shutting any one of these up to itself, of depriving them of their very reason for being, is in Jesus' thought, the stupidity of the righteousness that exhausts itself in separation of itself from evil, in shutting out the possibility of contamination. As surely as the salt is to season the savorless, and as light is to enlighten darkness, so is goodness to permeate the world with its own spirit and throw itself with abandon into the life of the world for the world's saving. The method of love is perforce the method of fellowship. It may not withdraw itself from the association with men without losing its own identity. The disciple of Christ, therefore, knows that it is self-contradiction to talk of saving oneself in forgetfulness of others. The righteousness of the Kingdom is the righteous of high and positive and loving conquest, the carrying thru of great enterprises of good for men. Goodness, in Christ's thought, is not only not uninteresting, it is the most interesting of all things.

The disciple of the righteous life, therefore, feels the express obligation and the high privilege of mental and spiritual fellowship, of constantly multiplying and deepening relations with men.

The method of the contagion of the good life is a positive, aggressive method. It is hopeful, inevitable, positive.

II. The indispensableness of the integrity of the individual spirit—Mental and spiritual independence on the part of the individual.

But if the one hope of the world is the salt of the good life, what if the salt have lost its saltiness? What if the light has gone out? What if the yeast is spoiled and will not work? What if the seed is dead and will not come up? Everything is here at stake, and the task of Christ centers at just this point; men must catch his spirit, must get the divine self-giving life from him, and have real life in themselves.

It need not surprise us, therefore, that this insistence upon the independence and integrity of the individual spirit is a constantly recurring thought in the teaching of Jesus, stated in a great variety of forms. The figures we have been using—salt, light, leaven, seed—are all alike a demand for fundamental inner soundness of life, and they do not stand alone in the teaching of Jesus. Sometimes he speaks of the necessity of singleness of vision. "If thine eye be single, thy whole body shall be full of light. But if thine eye be evil, thy whole body shall be full of darkness. If therefore, the light that is in thee be darkness, how great is the darkness." Sometimes he demands individual insight, "And why even of yourselves judge ye not what is right?" Sometimes he exemplifies his meaning as that of mental and spiritual independence by refusing dictation as to his course, even from the nearest and dearest. He must do the will of God as God gives him to see it. Who is my mother? and who are my brethren? For whosoever shall do the will of my Father who is in heaven, he is my brother, and sister, and mother." He must be true to his inner vision. And in one unforgettable saying, that must have burned itself into the brains of those who heard him, he declared that for a man to be untrue to his own inner vision, is fundamental blasphemy against the very Spirit of Holiness, more grave by far than any possible blasphemy against himself. Absolute honesty, integrity of the inner spirit, reality of life, no truth by rote but only by one's own insight and experience, genuineness of the filial and

brotherly spirit as the standard of the judgment of all life—all these and many others are only forms of expressing Christ's one insistent demand for inwardness of life in his disciple. His persistent question is, "If the salt of your inner spirit should season the earth, would the earth be kept sound? If a spirit like yours were to be the means for the world's enlightenment, would the darkness be dispelled?"

Why is Christ so insistent upon the integrity of the inner spirit? In the first place, just because, as we have seen, the whole progress of the kingdom of righteousness depends upon the absolute soundness of the individual life, Jesus must be insistent here. Dead seed will give no harvest.

Moreover, he felt the deadening effect of many tendencies of his own time, and he must save his disciples from that trend toward externalism, toward conventionality, and toward mere authority, which so characterized his age. And like tendencies continue to work in every generation. The man who would be real, who would be awake, who would be himself, must resist daily the pressure of authority, of the external, of the conventional. We need the sharp, unsparing criticism of the most ruthless pricklers of bubbles, like Nietzsche, and Ibsen, and Shaw; not once more that we may follow them blindly, but that we may be sure that we have not substituted the mere conventions of customs for genuine moral insights and enthusiasms. Inner integrity and individual, independent insight and conviction,—upon these depends the moral health of the world. Everything is here at stake, and the environment threatens.

But the peril of failure at this point has a still further reason. The paradoxical demands of the moral life themselves make failure easy. Conscience demands both mental and spiritual fellowship, and mental and spiritual independence. Just because we need others so much and so decisively, it is easy to surrender all independence and initiative of our own, easy to forget that truth is not truth until it has been earned. Just because we must modestly admit that we constantly require the witness of others who have preceded us in the experience of values, it is easy to allow ourselves simply to repeat their confession after them, instead of compelling ourselves to see for ourselves as they saw for themselves. In another's words, "Religious tradition is indispensable for us. But it helps us only if it

leads us on to listen to what God says to ourselves." "We all need moral help from others, but not the substitution of a ready-made list of duties for the results of our own thinking."

So, too, just because the inner spirit must have its external embodiment, some form of outward expression, if it is actually to work in the world at all; just because the external is, in this, indispensable, it is all too easy to insist upon the external, and be careless whether it is what it must be if it is to be of any value—inevitable manifestation of an inner life. We may make glass flowers so cunningly devised that we can hardly tell them from the real blossom, but there is no life in them, no least evidence of an unfolding life.

So, too, just because you cannot bring in light without dispelling darkness, just because you cannot bring into the soul great causes and great enthusiasms without thereby casting out the evil, and even the petty; just because all positive enthusiasms involve in themselves certain negations, it is easy to mistake the negations and the subsidiary means for ends in themselves, and make negations the goal of life, and be content with the empty soul. The petty then replaces the great; the hedge of the law, the great ends of justice and mercy and faith. Emptiness is substituted for the engrossing enterprises of the kingdom of righteousness.

Thus, in varying forms, the paradoxical claims of the moral life themselves make it easy to fail at the vital point. For in any one of these ways there may insidiously come in the creeping paralysis of inner futility and falseness. It is because of this constant peril of failure at the center of life that Jesus is here so insistent. I suppose that Jesus' insistence means that, if he were to address the graduates of our colleges to-day, the questions that would seem to him vital are such as these: Have you any vision of your own? Have you moral and spiritual insights that mean anything to you? Have you God-given convictions wrought into the very fibre of your own life? Have you any message that is yours, and that you feel that you must utter? Have you any indignations and enthusiasms that shake you to the center of your being? If your college education has left you without these; or, worse still, if it has robbed you of them and left you sophisticated and blasé, having mistaken moral and religious indifference for tolerance, and lack of conviction for breadth, then may God forgive you and the college, for no other can.

It is an open secret why so often the little, despised, inadequately equipped college succeeds in producing leaders, where the rich and large university comparatively fails. And the secret is a moral one. Here in the little struggling college are at least earnest, even if untutored spirits, with a savage hunger for education, and with a devouring, even if ignorant, passion for serving their generation. And put in contact with these are teachers who have taken up their work not as a soft place, but with missionary consecration, and with frankly avowed and deep-going religious faith. And in spite of painful deficiencies in the paraphernalia of education there is produced quickening social leaven for the nation. It is not there that the main tent has become the sideshow, to use the figure of a distinguished university president. And if the sideshows have become the main thing in any of the great universities, the failure—let us face it—is not primarily intellectual at all, but moral. Men have failed to be in earnest either to give or to get vital education; somewhere they have abandoned their moral trust. The true solution is not to go back to poverty and smallness, but to keep sound, wholesome, and sacrificial the individual spirit, and to permeate the ampler facilities with the leaven of that spirit.

Because, then, everything is at stake in this necessity for inner integrity: because the influences are many that threaten the inner life: because the peril of failure here is so constant in the very midst of our moral aspiration, Jesus multiplies upon his disciples the motives against falseness, the motives to this inwardness and genuineness of spirit.

In one passage in His teaching (Luke 12:1-12) Jesus brings forward in rapid succession a series of such motives. He finds the first motive in the very thought that fundamental soundness of spirit, downright honesty, thoro-going integrity, are our greatest moral need. Where these are lacking there is nothing in the life to build upon. Hollowness and falseness are for him a plague, an infection, the leprosy of the spirit that disintegrates the whole life. The first motive, therefore, that Jesus uses with his disciples, growing out of his entire study of the Pharisaism of his time, is the awful peril of falseness, and the absolute necessity of the opposite spirit if one is to come into life at all. "Beware ye of the leaven of the Pharisees, which is hypocrisy."

Jesus goes on to urge that in a world of truth, under a God of truth, *truth will out*. A lie, a false show, does not anywhere fit into the warp and woof of an honest world; it will surely betray itself. "There is nothing covered up that shall not be revealed." If one builds on a lie, his structure will tumble; yes—but what is more, he himself is becoming rotten and false.

Moreover, if one is tempted to falseness by fear,—fear of hardship and death of the body, Jesus urges that he keep in mind that this is not the great cause for fear. "Be not afraid of them that kill the body, and after that have no more that they can do." One is to fear rather for his inner self, for the only fatal injury that any man can do another is to have broken down the guard of his inner life, infected his spirit, corrupted his life at the source, made integrity impossible. Jesus, therefore, urges rather, *fear for your inner life*, the corruption of which means utter ruin; fear God. And let this nobler fear deliver you from the meaner. For death must come in any case, and is not necessarily an evil. Only let death find one fighting evil; let it find him true to the trust of his own spirit, true to the trust of other lives committed in some measure to him. Far smaller aims than these have enabled men to despise death. Shall the greater aims prove too little for the disciple of Christ?

Again Jesus adds, *God has his servant in his care*. He may dare to be true and trust the God of truth. This will not mean deliverance from all trial and difficulty; but it does mean that the Father cares, that he is no indifferent onlooker; that all that concerns his child concerns him; and that, in the line of God's will, his servant may go forward with absolute fearlessness. God has not forgotten. "It is enough for the disciple that he be as his master." "Fear not: ye are of more value than many sparrows."

"And I say unto you," Jesus goes on, "every one who shall confess me before men, *him shall the Son of Man also confess* before the angels of God." True to the truth, living the true life, of loyalty to the King of righteousness, one is owned by the King. Thereby he proves himself disciple of Christ, child of God; and the whole universe must bear witness. In this mean and petty and sordid spot, where now he is called to be true, and where he seems to stand alone, just there Christ confesses him. God owns him for his child, in the presence of the highest and noblest. How much this means, the ap-

proval of one high soul that we trust and love! The universe holds no richer reward than approval like this of Christ's, "Him will I also confess."

And after returning once more to the awfulness of the peril of the spirit of falseness, the danger of this juggling with one's own conscience, thus putting out of the light within one, as leading to "eternal sin," Jesus goes on to say, "And when they bring you before the synagogues and the rulers and the authorities, be not anxious how or what ye shall answer, or what ye shall say: for the Holy Spirit shall teach you in that very hour what ye ought to say." That is, he who has been true to the truth, faithful to the inner light and to his confession of Christ, need not fear the hour of future crisis. It cannot take him unawares. He will be sufficient to the situation, for he is bringing to it an honest self. He has prepared himself, and not merely a speech. That trial and crisis hour that stands at the end of his fidelity, where his words seem very important, he need not fear. There need be then no painful fear for a speech. God will lead by his Spirit, as he has led in the life. No future crisis hour need daunt the true disciple of Jesus. God is pledged to his aid.

So Jesus multiplies upon his disciples the motives to that rectitude of the inner spirit that he counts the indispensable basis of all life.

Members of the Graduating Classes:—

Your college life has been lived, as all life must be lived, under the precise conditions suggested by my text. Whatever of good has come to you in these college years, has come not by accident. It has come by fellowship, conditioned, under God, by the soundness of your own spirit and the soundness of those spirits that have touched yours. If you, if we, had been utterly true, you would have gotten far more. The regrets all lie here. On the one hand, regret for any withdrawal from fellowship, for any selfish exclusiveness, for any refusal to recognize the obligation of enlarging the circle of friendship and service. On the other hand, regret for any trace of tarnished honor, for any lack of fine and delicate sense of what these high relations and privileges involved, and for failure to show that utter truth that we wish from others: for any trace of treachery is essentially disintegrating. Fellowship and independence, open-minded teachableness and yet absolute fidelity to one's own inner

vision,—these have been the paradoxical demands of your college life. Your education has meant primarily fellowship, but what that fellowship was to bring to you depended upon your willingness steadfastly to face the facts, to see things as they are, to report as you saw, to be true to the truth so seen. You needed fellowship; it was indispensable; but you needed it to help you to insights and convictions and decisions and indignations and enthusiasms of your own. And the measure of the wealth you are to take from College is chiefly the measure of these. Are there not some things that you yourself see, see with a vividness none may cheat you of,—insights certain? Are there no convictions that thrust their roots down into the very depths of your being,—convictions unshakeable? Are there no decisions so high and holy that, once made, they need never more to be made again,—decisions irrevocable? Are there no indignations over unrighted wrongs of which you caught sight because you had imagination and sympathetic insight enough to refuse to be blinded by the customary,—indignations unspoiled? Are there no enthusiasms, born of insights, convictions and decisions,—enthusiasms, absorbing and abiding?

Your future life, too, must be lived under the same conditions. Here again the demands are for fellowship and for independence. Ideally college men and women ought to be preeminently the social leaven of the nation and of the world, the salt of the earth. Are they? If they are, it will not be because they are college men and women, but because they meet more fully than other these basic demands for fellowship and for independence; because, that is, in larger measure they are genuinely unselfish and absolutely honest.

"Ye are the salt of the earth: but if the salt have lost its savor, wherewith shall it be salted?"

THE OBERLIN ALUMNI MAGAZINE

EDITORS

Louis E. Lord '97

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Helen White Martin, '87

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The Editors are exceedingly sorry that they were unable to secure the Commencement address for this issue of the Alumni Magazine. In its place are offered the addresses by the Alumni touching on the question of the Tests of College Efficiency which were delivered at the meeting of the Alumni Tuesday morning, June 22.

It is very important that all changes of address that are to be made before the mailing of the first issue of the Alumni Magazine, in October should be reported to the Editors as soon as possible so that proper provision may be made on the mailing list. Failure to report such changes causes much annoyance, and the Editors cannot duplicate Magazines without compensation.

University News

THE PRESIDENT'S REVIEW OF THE YEAR 1908-09.

The celebration of the Seventy-fifth Anniversary could hardly fail to call the attention of many to Oberlin, and the news items concerning that Anniversary were, no doubt, as valuable advertising as the College has received in recent years. A rather marked period of growth may naturally be looked for following such a celebration; tho, as it was definitely decided not to make the occasion one for money raising, this growth on the material side could hardly be expected at once.

The increased *attendance*, in the institution, however, may be regarded as at least in part due to the influence of the Anniversary celebration, as the attendance for the present year is the largest in the entire history of the College—the total for the year 1908-09 being 1944, as against 1881 for the year 1907-08; and the total attendance for the college department 875, as against 818 for the preceding year. This means that within eight years the enrolment in the college department has more than doubled, increasing from 428 to 875, and the enrolment in the entire institution in the same period has increased from 1357 to 1944. There is a slight proportionate gain in the number of men, also, for the present year, as compared with the preceding year. One of the most interesting facts with reference to the enrolment is the large recent increase in the number of those of college rank in the entire institution. Stu-

dents of college rank in the Conservatory increased in the four years 1904-05 to 1908-09 from 97 to 316. That is to say, Oberlin has had during the present year 1190 students of college rank in the College and Conservatory; and this increase in students of college rank in the Conservatory has been achieved with practically no loss in the total enrolment in the Conservatory. In connection with these statistics of attendance, it is worth noting that the Academy this year graduates an exceptionally large class—71, as compared with 59 last year.

The year has been marked, of course, most of all by the occupancy of the *two new buildings*,—the Finney Memorial Chapel, and the Carnegie Library, both adding very greatly to the life and work of the entire College. It has been a peculiar satisfaction to have in the Chapel a well-nigh perfect type of the Northern Italian Romanesque architecture; and the building has helped greatly to secure an exceptionally helpful chapel service during the year. It has contributed daily and directly to the esthetic, moral and religious life of the students. The Library provides most admirably for all library needs, makes a valuable point of connection between town and College, provides adequate quarters for the library force, as well as furnishes a considerable number of rooms for seminar classes. It has affected for good practically every department of work in the College; and is providing, at the same time temporary accommodations for the *Olney Art Collection*.

The bringing of this Collection should be noted as the third most important material gain of the year. It is not too much to say that the coming of this Collection marks a new epoch in the history of the Collec. It makes accessible to the entire college community, as well as to the citizens, excellent specimens of art in many lines; and even tho it should remain merely a place for casual visits, can hardly help adding richly to the student life. The Collection cannot long stay in its present quarters, and plans for its larger use have already been made, and will be referred to later.

Another notable feature of the year has been the completion of the Seventy-fifth Anniversary *Catalog of Former Students*. The completion of this Catalog has involved three years of continuous work on the part of a considerable staff of workers. The Catalog is much enriched by an introductory section, containing the charter and by-laws, and extended historical and statistical statements. The entire cost of the Catalog to the College will probably be just about \$16,500, but the sale of Catalogs will cover probably \$7,000 of this amount. Nevertheless, the officers of the College believe that the large expenditure involved can hardly fail to be, in the end, a good investment for the College. It puts the College in much closer relation to a large constituency that is naturally its own.

To the present year also belongs the beginning of another half million fund, growing out of a very large, entirely unsolicited gift. Toward this new half million fund, the General Education Board have voted \$125,000 the entire amount received on the

half million so far being \$327,000. It is planned to divide the half million between endowment and equipment; \$150,000 of the *endowment* will go for increasing the salaries of associate professors \$300 each, and full professors \$200 each. \$50,000 is asked for a chair of Psychology; \$50,000 for a chair of the History and Appreciation of Art, or for library endowment, or general endowment.

The buildings intended to be provided for from this fund are: the Men's Building; the Administration Building; and either the Art Building, or the Botanical Laboratory. Provisional place is made in this fund for the Art Building and for the chair in the History and Appreciation of Art in order to provide for the Olney Art Collection, and to make that Collection count much more effectively in the life of the College. It is hoped that occupant of the chair in the History and Appreciation of Art may be able to continue the work in this line already done by Professors Johnston and Martin, and to do in a full and independent chair, for art service similar to that rendered by Professor Dickinson's chair for music; and by using the resources of the Art Collection, to introduce the students to a thoughtful appreciation of art in its wider ranges. American students all probably need some such definite instruction, if they are to come into intelligent appreciation of art on its various sides.

The plans for the Men's Building and the Conservatory Building are already fully made, and partial plans for the Administration Building; and these can be seen by any of the Alumni interested.

The Men's Building fulfils a dream of years. It will be one of the largest of the college buildings: 200 feet long, 90 feet in depth, in the center of the building. It is intended in this building to provide a center for all the men's activities of every kind, the recreative, social, intellectual, athletic, musical, and religious aspects of the life of the men will all find here their representation. It is believed that the building will prove not only very attractive to the men, but will add distinctly to the value of the college life for them. The building has an outside raised terrace 100 feet long, a large lobby at the entrance door 100 feet long, provides for a dining room to seat 300 at table, an assembly room to seat 700. All the rooms regularly included in the best Association buildings, room for the men's societies, athletic, trophy, and glee club rooms; and dormitory accommodations for 60 men, including two guest rooms. It should give a consummate opportunity to the Young Men's Christian Association to permeate the entire life of the men, on all its sides, with a fine, strong, vital, Christian spirit; and it should be able to do this to a much larger extent than the ordinary Association building. The building, is, in this respect, a challenge to the Young Men's Christian Association. It furnishes at the same time a fine men's dormitory, without the ordinary disadvantages of such a dormitory, and on a broad democratic basis, helping to secure a common social center that shall more than take the place of dormitory and fraternity houses as such centers.

The Trustees have voted to place the *Administration Building* in line

with the Men's Gymnasium, and occupying the same relative position to the Chapel and Peters Hall that the Men's Gymnasium does with reference to Warner Hall and Peters Hall. Its architecture is harmonious with that of the Men's Gymnasium, and the building will be fire proof, and provide amply for all administrative officers, and probably include a faculty room, an alumni room, and for the present at least, some additional recitation rooms. The removal of the men's societies from Peters Hall to the Men's Building, and the additional accommodations of the Administration Building, will give considerable added relief for classes.

The new *Conservatory Building*, to be called Rice Hall, it is estimated will cost about \$70,000, excluding heating and lighting. It will provide for over a hundred practice rooms, besides four excellent recitation rooms; and will completely cover the present rather unsatisfactory rear view of Warner Hall. It gives greatly needed additional facilities.

The location of the Men's Building is not yet entirely settled. Where it will go will depend in part upon where reasonable purchases of land can be made. The decision of the Trustees not to erect any future buildings upon the campus makes it necessary of course, for the College to reach out in different directions from the campus for additional land; and no building is now placed without reference to plans for the development of the College looking far into the future.

With this survey of the aims of this new half million fund, it is not necessary for me to say how much the prompt completion of the fund

would mean for the College. It is greatly to be desired for the College, as it was the earnest wish of the original donor, that, if in any way possible, the fund should be entirely completed before the President leaves for his year abroad.

Before I pass from this survey of the more external side of the College, reference should be made to the increasing beauty of both the town and College. In this development, Mrs. Johnston has had a large share. Landscape-architect's plans have been made for the parking of the grounds about the new buildings, including the curb lawns, running from Council Hall on the one side, around past the Library, Severance Chemical Laboratory, the Chapel and Peters, to Warne Hall. The approximate cost of carrying out these plans is \$1,000; and I think no gift of a similar size would add so much to the beauty of the college grounds. I wish that some one might, at this Commencement time, make that improvement possible.

It is not so easy to chronicle the *inner life* of the College; but the attempt is made in the regular annual reports to present, as fully as possible, all aspects of the work of the College. In the face of much assertion that athletics are absorbing the chief attention of college students, it is pleasant to be able to speak of the steady hard work done in study by far the largest proportion of our students. The work of the individual student is carefully following up, and the committee on failure in scholarship make sure that the case of no student is overlooked. At the same time, the needed breadth of interest is not forgotten.

It has been pleasant to have the work of the College heartily approved, after investigation, both by the Carnegie Foundation and by the General Education Board; and to have our reports recognized as indicating an unusually careful study of college conditions, by so keensighted a critic as Mr. Birdseye, the author of "The Reorganization of Our Colleges."

A large committee of the Faculty have been at work under the chairmanship of Professor Cole, at the President's request, for a considerable part of the year, on a study of *tests of efficiency* as applied to the College and the Faculty are still engaged in discussion of the report of this committee. And another committee of the Faculty with Professor MacLennan as chairman, have made out a careful list of suggested courses, with reference to the various ends that a student might have in view, to help the student to wise election; and at least to make certain that he did not fritter away his time in an aimless choice of studies. The work of these two committees, and of the committee on failure in scholarship, with Dean Miller as chairman, is a partial indication of the fact that Oberlin College intends to know its own weaknesses better than any one from the outside can know them, and to do everything possible to avoid waste, and to secure the greatest efficiency.

The reports of these committees, and a similar report prepared, at the President's request, by his Assistant, Mr. Charles W. Williams, with some special reference to the business side of the College, it is intended to make the basis of a chief part of the

President's own annual report for the year, in the hope that this document may not only be of help to Oberlin College, but have some suggestions at least for other institutions similarly situated.

The tests of efficiency as applied to the College involves many things: for example, the greatest care as to honesty in all statements put forth by the College; full publicity in reports; conscientious recognition of the relation in which Trustees stand to all funds committed to their care; the most rigorous guarding of the quality of the out-put of the College, as shown by the efficiency of the work of its students in graduate and in professional study and in life; the adequacy and economical use of the buildings and equipment of the College; the adequacy, preparation, personality, character, and salaries of its teaching and administrative force; the choice, quality, and adaptation of its courses; the recognition of all the various needs of the personal life of the student; and the maintenance of relations of full confidence and mutual helpfulness between the College and its Alumni and friends. The College expects to receive much of suggestion from the discussions of the Alumni in the meeting of this morning. For, while we rejoice in the gains already made, it is easy to see many points at which improvement is desirable.

The year just closing has seen work of high quality done by each department of the College. Probably no preceding year has seen better work in any one of these departments—College, Theological, Conservatory or Academy. The growth in the

College Department, as already indicated, has been phenomenal in the recent years, and the increase in the Conservatory students of college rank, already referred to, is quite as noteworthy. There has been a great quickening of the life of the Theological Seminary also in these recent years, and the outlook for next year is peculiarly promising. The discussion of the proper policy to be followed as to the Academy, too, does not mean that there has been any failure in the quality and significance of the work there done; but means only that the Trustees and Faculty wish to face frankly any changed conditions, and to decide the future policy as to the Academy in clear view of those conditions. The large graduating class in the Academy, and the enthusiasm of its work, are abundant evidence that it is in no moribund condition.

If the new half million fund is promptly completed, the one who will have the privilege of reviewing the work for the coming year at the next Commencement, should have an exceptionally happy task.

I ought not to close this brief survey of the year without saying two further things: first, that no feature of the year has seemed to me more to call for gratitude than the admirable spirit of the student body; and, second, that I cannot enter upon the year's leave of absence granted by the Trustees, without first expressing my keen appreciation of the many kindnesses that have been shown me in these seven years of my presidency by students, Faculty, Trustees, and Alumni and friends.

Tests of Efficiency as Applied to College Education *

An incident came to my notice several years ago which furnishes something in the nature of a text for what I would like to say upon the subject under discussion.

Two young men—friends at college, where they had partially completed their studies—were, within a single year brought face to face with the same situation. Both had been provided with reasonable comforts and necessities, their tuition bills had been promptly met and remittances from home came with sufficient frequency to relieve them from any anxiety with reference to participation in the current amusements of the year.

They were both young men of fair attainments, with some pride in their standing. They were studying because they were in college and wished to do well—give satisfaction to their parents and enjoy that degree of complacency which results from a task well done. In this respect they were like thousands of the students in all colleges—students who may be regarded, and justly too, as a desirable element in the student body.

One of them, whom I will call Smith because it was not his name, by the sudden death of his father, was confronted with the alternative of earning his own living or continuing his studies at the expense of pos-

sible deprivation to other members of his family. He went to work. He taught school, and his eyes and his understanding were opened with a shock which made his head ache.

He wanted to continue that college course—he really wanted to study with an ardent desire which he had never before felt, unless it was on the base ball field when, with three men on bases, he went to the bat. It was a new feeling to him, but it was electric in its effect.

In the desire was born the resolve, and he saved his salary beyond the most meagre allowance for necessities. At the end of the first year he saw, with another year of teaching and saving, a resumption of his studies and it made him feel glad.

At about this time financial changes left student No. 2, (for whom we may as well find a name which is not his, and so call him Brown,) without his base of supplies. It was the middle of a term, but fate was inexorable and there was nothing to do but to quit.

A letter from Brown to Smith put the latter in touch with the situation. I think the letter must have said more than the words which were written. They were cheerful words, which showed a willingness to accept the inevitable without complaint, but,

* Instead of the usual address before the Alumni, the question, "Tests of Efficiency as Applied to College Education," divided into the heads, "What are the Possible Weaknesses of the Present System?" "What can the Faculty of the College do to meet those Weaknesses or to Secure Greater Business and Educational Efficiency?" "How can the Alumni Help to this End?" was discussed. Addresses were delivered by Jay J. McKelvey, '84, John R. Nichols, D.D., '79, Judge Alexander Hadden, '73, and James Tenney Brand, '09, which were followed by a general discussion of the question.

hidden in them Smith must have read that terrible longing to go on, which he himself had felt, that acute awakening to the loss, that stinging regret at the hitherto complacent acceptance of gold as dross. He must have read these things, I say, because with one, and only one, moment of hesitation and doubt,—of sickening fear as he thought of his own return to college, he wrote to Brown and offered him the loan of all that he had saved.

Men put money into factories and railroads, they invest in mines and forests, and we call them great financiers. We admire their foresight and daring and laud their success, yet that little investment of Smith's meant more to him of risk and daring than many a million which has gone into trade.

Brown took the loan, but with it he took something far more important. He told Smith that when the end of Smith's second year of teaching was at hand, he would pay it back. He took with that money and that obligation a responsibility and a resolve to meet it.

His college course no longer looked to him like the gift which one receives without consideration. He had entered into a contract. For the opportunity to continue his studies he had undertaken a serious obligation—one which meant independent resourceful thought and action for the remainder of the year and, indeed, for the balance of his course.

When a young man has once cast aside his timidity, his reluctance to strike new paths, his fear of failure and the humiliation which follows, in other words, when he first takes the reins, or (to use an expression

more appropriate to modern conditions) grasps the wheel and levers of his own life and resolve to run the car, much that has been hidden opens to him.

So it was with Brown. He finished his course, his scholarship was better and his base ball just as good. By his summer work, and by turning to account his abilities in certain lines during the college year, he paid the loan which he accepted from Smith.

The only respect in which he failed to live up to his former standards was that he was no longer interested in whiling away his time in the other fellows' rooms or on the campus, discussing to no useful purpose the trivialities of college life. The hours of complacent indolent ease (and they were pleasant hours) he was obliged to cut out of his electives.

Now, the one element in this little story of Smith and Brown which appealed to me, and set me thinking, was the change wrought in their whole attitude towards life in general and toward college life in particular. They found its meaning, and through what? Why, through the fact that an obstacle was placed in their way.

I do not mean to say that they might not sooner or later have come into their rightful inheritance as men; but the shock with which they brought up against that obstacle, after travelling a smooth and easy path, loosened their dormant mental activities and they were better men and better college men for the experience.

College education must be tested as to its value, by the effects it accomplishes. If from our colleges are coming the idlers, the spendthrifts, the dilettantes, the vapid loiterers,

the neurotics and degenerates, the scoffers and cynics; in fact, those who are either negligible quantities, or are actual destroyers in the evolution of the human race, then college education is a mistake.

If, on the contrary, the influence of the college, wherever it comes into touch with the life of the student, whether it be in its course of instruction, its athletic activities, its social and moral atmosphere, or the indefinable but potent standard, which exists by virtue of its past history and traditions, is against the development of these destroyers, then it justifies its existence.

It is sometimes in my mind that the college is falling short of what it might be as a productive agent in the improvement of the human race.

I am aware that it is easy to criticize and I do not wish my words to be taken as criticism of existing conditions. It is because of my belief in the wonderful possibilities of the college to combat destructive elements and to develop constructive forces that I question whether all is being done that might.

I am not one of those who would refer to the past as the glorious days of the college in our land. The college today is better than it ever was, but the conditions which it has to meet are different.

The early college taught the children of an Anglo Saxon Race. With that blood has mingled the blood of the indolent, easy-going Celt, of the stolid Teuton, of the quick, nervous Frenchman, of the languorous, luxury loving Italian. Even the blood of the more Eastern and Southern races has found its way to our shores and inconspicuously, but no less sure-

ly, entered into the race of beings with which the American College today has to deal. The student body as a whole is not only cosmopolitan, but the individual is cosmopolitan in his make-up to a degree we too often fail to appreciate. Further than this, the college finds its constituency in every corner of the land. The students bring not only different tendencies and proclivities, resulting from different racial mixtures, but they bring the different standards, mental and moral of widely separated regions. The austere reserve of the Northern village meets the warm-blooded sensuous freedom of the far South; the puritanical ideas of the New Englander clash with the standards of the Western mining town.

Now, my thought is, has the college sufficiently recognized this condition and met it with adequate machinery?

It has seemed to me (and yet I may be wrong) that the development of the machinery of the modern college has been more toward the amplification of *opportunity for study* than in the fostering of *incentive to study*. And yet, is it not a fact that the latter is the real essential?

I am aware of the many arguments in favor of giving the student the most favorable conditions possible, so as to permit him to carry on his work without interruption. A mind free from anxiety may be expected to accomplish more in study than one harassed with worries; good food and pleasant living conditions may preserve health of body so essential to best results; *provided however, there exists the incentive to study*. If not, these things are hindrances rather than help, for they mean the

chance to develop interests which may postpone for years the student's awakening to the real purpose of life, and the part which nature meant him to take in its activities.

Many a student in this position needs a little deprivation, a bit of hardship, and obstacle thrown in his path, to really appreciate his opportunity and to spur him on to effective effort.

The test of efficiency of college education today is in the quality of its product. In determining that quality, I wish to emphasize one test which has seemed to me, above all others, to indicate correct conclusions—I refer to "Ability to accept responsibility and to act."

This may seem an easy thing, and one which any intelligent young man ought to possess, but it is the one thing in which the men who are today taking business and professional situations are weak.

The college which discovers the best system of training men to be self-reliant, resourceful and willing to assume responsibility will do more for the cause of higher education than if it should turn out a whole class of Omars.

If the human element with which colleges have to deal was a constant quantity, it would be easy to establish some system which would meet the requirements and produce reasonably satisfactory results. But, the fact that it is so variable and uncertain, so different in its responsiveness to the same conditions, makes it all the more important that special attention should be paid to the machinery for dealing with it.

The ordinary business or professional man who is forced to rely upon

others to aid him in his work complains today—not of the lack of young men of education and attainment, but of the lack of young men of action.

"Give me a young man who will *do something*,—if he will only take the responsibility of acting, the work will move along. What if he does make mistakes! I would rather have a man who makes a mistake now and then, if he will only think and act without waiting for some one to tell him how"—Thus spoke a lawyer to me a short while ago, and it is the sentiment one hears on all sides.

Now, it is interesting to note the connection which the college has with this situation. One would suppose that for young men of action, the business field would be resorted to; that boys who had been trained in the practical field of experience, whose years had been spent in the bank, office or shop, would be the ones best qualified to accept the more responsible positions. Time was when practical business men looked with disdain upon the college man for his purposes. This was the same time too when the college man almost without exception was looking toward a professional career. At this stage the college was fulfilling its destiny with more completeness than now. The demand made upon it was within its capabilities and its equipment appropriate to the task.

The change in the demand has come about gradually and surely, until the percentage of those who go to college with a view to a professional career has grown smaller and smaller. Parents have recognized the college as a training school for a business career quite as much as for

the professions, and have insisted upon sending their sons and daughters with the general idea that they would be better equipped for any walk in life.

And right here has crept in the danger. The student who *goes* to college is an entirely different factor to deal with from the student who is *sent*. The former already has the incentive to study, the latter must acquire it. The student who *goes* to college seeks the training which the college offers as a means to a desired end, while the one who is sent, too often looks upon his course as an extension of his period of play. The result is that, though the demand for the college trained man is growing in all business lines, the percentage of college men who are capable of filling the positions acceptably is conspicuously small.

If there is any plan, therefore under which the student who is destined for a business career can be brought into the same relation to his college work as the student who is studying to enter a profession, it will mean much for the efficiency of college education. The need seems to be, to make real to the student mind the necessity of the work he is doing, to enable him to hold his own in the business world—a rather difficult thing to do I will admit. The man who is to deal all his life with books and make capital of ideas can readily appreciate the necessity of study—the one who is to sell merchandise, or direct labor, or run a railroad is apt to regard four years in college as a period of enforced waiting until he is old enough to begin work.

How then can the connection be

made more real? It would be presumptuous for me to attempt to advise, and yet I cannot refrain from saying that I believe the solution lies in two directions. First, in a closer working union between the colleges, to the end that no student who shall fail to meet the scholarship requirements of one college of first grade shall find refuge in another, and that all participation in collateral college activities including athletics, shall be contingent upon stated scholarship requirements. Second, in a co-operation between the Alumni and Faculty to emphasize the bearing of college studies upon equipment for the principal business careers open to college students. It is a notable fact that much in this line is being done through the growing appreciation of men in control of large business interests, that the colleges furnish the best field from which to draw their staffs.

It was reported only recently that the head of the great elevated and underground railway interests in New York had established a training course of a year in railway operation and management and that he would pick his men from the graduating classes in the various colleges, giving them a living salary and at the same time a few months' training in each of the several departments of the system. One of the largest of the life insurance companies has for several years been conducting a school of instruction for college men who wish to enter that field. Banks and steam railroads have in several instances announced their preference for college men.

Knowledge of an attitude on the part of the business world, such as

indicated by the above facts, will, if brought home to the student, help to change his view of the reason he is sent to college.

As to what may be done within the walls of the college, may I suggest further development of the system of lecture courses having to do with particular kinds of business, and especially with the relation of general college training to each.

Now a few words with reference to the particular college in which we are all interested. I suppose I cannot speak as an impartial observer—but some thoughts have impressed themselves upon me which may be worth a moment.

Judged by the test which I have already referred to—"Ability to accept responsibility and to act," it has seemed to me that the young men Oberlin is turning out are proof that the course here is rather more effective than the average. In partial explanation of this, for I do not attribute it all to President King's remarkable creative ability, I have a theory—It is that a larger percentage of Oberlin students come to *get a college training*, and fewer to *get a degree*,—and there is all the difference in the world which a man is after.

Then, too, more are obliged to overcome obstacles to obtain their college education, and as I intimated in the beginning there is nothing like a fight to bring out what is in a man. I know an employer whose first question with respect to a college man when a matter of employment is involved, is, "Did he have to help himself through college." It is hard on those, whose paths have been made easy, and it is no infallible

test, but it means a great deal nevertheless. Scholarship and other attainments being apparently equal, I should not be surprised if ten men chosen by my friend's test would outclass any other ten.

Oberlin has been fortunate, she is today fortunate, in drawing her students from what I may call the *effective generation*,—that is the generation, which represents the upward sweep of the curve. Families as well as nations may be represented in their history by curved lines, and the generation which is represented by the upward sweep is the one which embodies the ambition and energy of the stock, untainted by the undermining influences of a preceding period of luxury and satiety.

If Oberlin should so preserve its standards, so mould its methods, so improve its machinery as to continue to appeal for its students to this *effective generation*, I believe, in any test of efficiency, it and its product will hold high place.

J. J. McKELVEY, 84,
New York City.

Alumni of Oberlin College and Friends:—

I wish with all my heart as I stand up here this morning to speak upon this very important question, that I had been as wise as our friend who has just spoken to us with such wisdom and with such discretion. But I find myself this morning in rather a peculiar predicament to see that we are called upon to come up here and instruct these specialists who are considering the question of college efficiency. The President's Report has revealed the face that the Trustees of the College and the Faculty

of the College have given careful consideration to the question which we are discussing, and about everything that a layman could think of suggesting has already been suggested. You are already doing those things which we should like to have you do.

For twelve years I have had the privilege of living next door to a college campus, and during that time I have been a member of the Board of Trustees and have been making some observations. The question is in the air, "What is the matter with the College?" Everybody is discussing that question. Even the man who never has seen a college is now discussing the question of college efficiency. Men who have given their lives to college teaching are considering the question, "Is the College doing the work it is designed to do?" Books are being written on that problem. The Trustees of our own college have a very wise committee who are considering this problem. Some one has told us that things are not going right in the colleges, that the side show is swallowing up the circus.

So there must be something wrong in the College, and we are asked to speak with special reference to our own college. I do not want to do that. I do not want to be too personal, though it may have reference to our own college. We are following in the same line that other institutions are going. The Oberlin of today is a very different Oberlin from the Oberlin of thirty years ago. If the College world is wrong, Oberlin is bound to feel that influence, and we ought to be prepared to meet it, and measures are already being

taken to meet it. We want to know that our boys and girls are being trained in efficiency for life, trained to be worthy men and women, and not to be college loafers and spendthrifts and vagabonds. So I say it is high time that we should all be awakened and asking ourselves about this problem of the college.

It goes without saying that the conditions in the College have changed as well as in the world roundabout. I was surprised to come upon this statement that while the population has increased three times since 1850, the population of the colleges has increased forty times. This is a remarkable change. The young man who is simply waiting for something to turn up by and by, is here in this college and other colleges today. He wants to have the name of going out as a college man. But the danger is that that kind of men and that kind of women are going to drag down the standard, and it is no longer a great thing to have been a member of a college class, or to have been graduated in any class.

Am I not right, friends, in saying that our Colleges are suffering today from the tendency to ape the manners and methods of the University? If there is anything important in this matter, it seems to me that the line of demarcation should be kept distinct between them. And this is working mischief in a great many ways. The boy of eighteen does not know what he wants to study as well as a man who has spent his life in studying that problem. That a boy should choose year after year what he wants to study is an extravagance. It has worked mischief in a great many colleges. The difficulty is that

for the young men and young women going out from home and who are thrown entirely on their own resources at once, there is too much of a change. There should be wise oversight and direction and interest.

It is working mischief also in the kind of teaching that is being done, and in the reference to the dry as dust Ph.D. If it is merely a knowledge of the construction of the brain of the eel, and his whole interest is in that concern, it is lacking in the quality which makes men. We rejoice in the great equipment that our colleges are getting, and in all the signs of material progress; but I am sure I am right when I say that the greatest thing about our college is its Faculty. We had some immensely big things here in my day. They lacked certain elements of greatness, but there were some great men, some great ideas here. You may multiply your equipment until you cannot estimate your resources; but if the one great quality of manhood in the Faculty is overlooked, you have overlooked the great thing.

Now I am going to speak right out in meeting. There is nothing more easy and more respectable than to get a college professorship and a lot of people can simply settle down on their jobs whether they are efficient or not, and there are a lot of men who are not efficient. A man may be efficient as one time, and lose his efficiency. He must hold up the standard of his efficiency. A college professor has the easiest job in the world, and the most respectable. The time may come when a man may come in and loaf, and will expect to teach three or four hours a week and have the rest of the time for re-

search, and a man who does this doesn't care very much about the students.

JOHN RICHARD NICHOLS, D. D., '79.
Marietta, Ohio.

Chairman, Ladies and Gentlemen of the Alumni Associations

As I understand it, you are sitting today in an official capacity. Your alma mater is on trial and the question you are to pass upon is, "Is her efficiency waxing or waning?"

I am not here as an advocate. I came here under process issued by Secretary Jones, somewhat as a subpoena. Now it is only fair that you should be shown at the outset that a partial side exists at the witness box, and old triers of fact are always cautious that you should take into consideration the bias of the witness.

Now as to my testimony. For fifteen years it has been my privilege to meet a group of young men entering into the study of the law. The institution in which they study has not raised the qualifications higher than a diploma from a good high school. Consequently about fifty per cent are high school graduates only. Now they are not so much to blame for this, and they do not do so remarkably badly. The rest are from colleges, and over fifty colleges are represented. We have the freshmen, or the men who graduated at the end of the freshman year, voluntarily or otherwise. Then the sophomore, who has abolished the rest of the course. And there come to the class those who have completed the junior year of the college course, and have conceived the idea of shortening their education by one year. I do not mean they have conceived it; they

have caught it. I do not know whether they caught it from the Faculty or not, but it exists today.

Harvard allows a man to run thru his seventeen or eighteen courses, and gives him a leave of absence for a year and permission to come back and take his degree with his class. But in our case it has been deemed wise that if a man has completed his junior year, he may connect his senior year in College with his first year in the Law School. These are good men, but they suffer from divided interests, and they do not do the work they could do if they had not been in undue haste. It is one of the efficient things of Oberlin that it confines itself to laying the foundations, and requires men to stay in college four full years.

Then we have those who have been in college four years. There is a splendid gain in their scholarship. Now it may be due to the extra year. They are a year older. It may be due to the work that they have done during that year. It may be both, but it tells. It tells in the quality of the work and the quantity of the work.

Now here is where I can compare the difference between the quality of Oberlin and the quality of other Colleges. One of them is enterprise. At another time I call it initiative. It is noticeable to me. It may not be to the other men in the Faculty who are from Yale or Harvard, but I can see it. The next thing I notice is self-reliance, self-control. I believe it exists in a higher degree in the Oberlin graduate than in those from the average other colleges. And the third thing that I can see is a careful and reliable sense of responsibility, a

total indisposition to shirk responsibility, and a modest reticence at the proper time to assume it.

Now, then, what is the connection between those things and Oberlin? I have not been here enough to know what has been going on. In the first place I believe that the debate in the College has something to do with the cultivation of these three qualities. I don't know to what extent you have student government here. If the old rules that used to pester me so are all abolished, I charge it up to that. And in the third place I don't know the position of these organizations, but it would be largely accounted for by the competitive literary society.

It is easy enough to find the points of the compass when the sun is bright and the sky is cloudless by night; but there come times when the clouds and darkness are in the heavens, and when the magnetic needle varies so much that we are likely to get out of our course, and I believe that then there is some indication which enables one to feel the north. I believe that Oberlin is efficient in the lines I have pointed out to a greater degree than any other institution with which I am acquainted.

The sixth of this month the Law School of Western Reserve University celebrated its fiftieth birthday. It called together men from all over the country to confer with regard to the matter of criminal law, and the treatment of the criminal and defective classes. The result of that was to form the American Association of Criminal Law to answer these questions as a permanent organization. To such work as this the sons of Oberlin are likely to be called, and

if they go at it with the splendid enthusiasm, and with the well rounded and thorough scholarship, and with the courage born of duty which is a characteristic of Oberlin men wherever I meet them, they will render a distinguished service to mankind.

HON. ALEXANDER HADDEN, '73.
Cleveland, Ohio.

Alumni, Faculty, Students and Friends:

I take it that you have here a representative of the graduating class not that he may disseminate the light of wisdom upon you, but that he may present in some way the facts which stand out as the most important in the minds of the students themselves, that you may judge these facts and determine whether Oberlin is degenerating, or has remained constant, or is improving.

It is a hard thing—or in the first place it is a very easy thing to criticise some thing or some person with which there are no personal connections. It is a very hard thing, on the other hand, to look coldly at the dear personal friend and criticise in that light. And so it is a very hard thing for those of us who are leaving to discuss in a cold light the question of Oberlin's efficiency. The halo of memory is not a crown which can be weighed and measured, labelled, and stamped with a price mark; and so we cannot choose the visions we have as to the true efficiency of Oberlin. But we do feel that her efficiency, and the examination of her efficiency, is of much value, and it has always been Oberlin's method, if we have been instructed in Oberlin's method, to analyze herself, and Pres-

ident King has just said that anyone can analyze her.

If Oberlin were an industrial organization, wherein would she differ from her present organization? I believe it is true, according to recent reports of the College, that in grounds, property and other endowment Oberlin possesses about \$3,000,000, which we might call capital. If that were for the manufacturing of any usual commodity, the reports would show us that the average result would be a product per annum of about \$3,000,000, approximately as much as the total capital. Further, the profit in the investment of \$3,000,000, at 5 per cent., say, would be about \$150,000. We find further by the investigation of a business enterprise that the raw material which is worked up by that enterprise is practically doubled in value. The raw leather, the raw cotton, etc., is improved in value 100 per cent. by the ordinary process of manufacture.

Can Oberlin stand the practical tests of efficiency that are applied to a shoe shop? What does it mean? It means that Oberlin does not produce three million dollars worth of product in the ordinary sense of the word. It means that she produces one hundred and fifty original packages called graduates. They stand like fledgelings looking out. If the College is to stand the test of efficiency, it means that each one of these one hundred and fifty college graduates represents one hundred fifty thousand dollars worth of product to humanity. It means further that each one of these college graduates must give one thousand dollars worth of profit to the enterprise. It means further that the social value

which each individual took to Oberlin College four years ago must be increased 100 per cent. if it is to produce the desired profit for the enterprise. And from the standpoint of the graduate we must admit that it is a very severe test.

Does Oberlin fulfil the test in any sense of the word? We believe that it does. Perhaps it would be better to present the three points which stand out most clearly with reference to whether Oberlin can stand this test of efficiency. In the first place—I take the last thing first—the student body of Oberlin College has come more and more to be welded together into a unit, and into a responsible unit. Further than that, each individual of the student body in Oberlin, not because of his own work, but as the result of some intangible factors that exist here, must come into a responsibility larger than is produced in other colleges.

I want to add just one thing that came into my mind during the discussion of the question—that it is true in Oberlin that more than half of the students are here earning their own way at the same time that they are learning their way for the future. And it must mean a more serious minded body of students than is found in other schools. They have, I believe, a stronger spirit of loyalty to Oberlin College today than other classes in recent years have had. The students and Faculty, so far as anyone can see today, have become one—followers and leaders—and there is no dividing of the two by any artificial line.

The other fact that must be mentioned in order to be true to the feelings and convictions of the class of

1909, is the influence of the Faculty of Oberlin College upon the class of 1909. We believe that it is not their fault if we have not succeeded in realizing in fact that Oberlin cannot present a student *alone*. And they recognize further that Oberlin cannot present the typical college boy who can play foot ball and base ball, and can do nothing else.

From the standpoint of the student body, we believe that they have realized those facts that we have had presented this morning. Oberlin College has not been in the business of specializing upon any part of a man's nature. More than any one thing, it seems to us, they have emphasized the fact that we are getting ready not to live in a monastery or a laboratory, but to live in the world. Oberlin College realizes the responsibility of living. We are not living with things. Oberlin College is not presenting to the world bodies of students who have learned only to dream dreams. The Faculty have certainly presented this ideal to the students, and it is the fault of the students if it has not been accomplished.

But more than that, the Faculty of Oberlin College have done for Oberlin students the one thing of all things which has made, so far as we can see, the Oberlin of the past what it is, and will make the Oberlin of the future what it will be. They have put their personalities into the work, and there exists here the deepest reverence and devotion to those who have not only put intelligence into our minds, but who have put a great and undying admiration into our hearts for the kind of men they have shown themselves to be, and for the kind of men we ought to

be and have had represented to us in this way. And we pay tribute to such men as President King and Dean Bosworth and Doctor Wager, who have put themselves, not simply their intelligence into the work,—and for this reason who have been friends as well as instructors. And so we say to you as Alumni that the thing of all things is the one thing that you must maintain forever in Oberlin College—a Faculty like the one we have heard of in the past, and like the one we are willing to testify Oberlin has in the present time.

One other word. Oberlin Alumni, I imagine, come back to Oberlin with one idea permanently in mind—They want to see how Oberlin is coming on. And with all due respect to you as Alumni, we would say you are looking in the wrong direction. We believe that the final test of efficiency in Oberlin College is in the Alumni. We students who are still in college are metaphorically buds, and no one knows what we are to be. But a greater mind than ours has said, "By their fruits ye shall know them," and you are the fruits of Oberlin College.

JAMES TENNEY BRAND, '09,
Oberlin, Ohio.

SEMI-ANNUAL MEETING OF TRUSTEES.

Trustees present: President Henry Churchill King, of Oberlin; Dr. Dudley P. Allen, of Cleveland, Ohio; Dr. Dan F. Bradley, of Cleveland, Ohio; Mr. William C. Cochran, of Cincinnati, Ohio; Mr. John G. W. Cowles, of Cleveland, Ohio; Mr. Frederick N. Finney, of Milwaukee, Wisconsin; Mr. H. Clark Ford, of Cleveland, Ohio; Mr. William N.

Gates, of Elyria, Ohio; Mr. Edward J. Goodrich, of Oberlin; Mr. Homer H. Johnson, of Cleveland, Ohio; Mr. I. W. Metcalf, of Oberlin; Mr. C. B. Shedd, of Chicago, Illinois; Mr. Henry M. Tenney, of Oberlin.

The annual appropriation budget as passed by the Trustees calls for an expenditure of \$241,386 for the year 1909-10.

A report from President King showed that \$327,000 had been secured upon a new half million fund. This fund when completed is to be used in the following way: One-half for buildings and equipment and one-half for endowment. The buildings which are to be erected are the Men's Building, the Administration building, and a third building not yet definitely determined. Every effort will be made to complete this fund before the departure of President King in August for his trip around the world.

Three important actions were taken by the Trustees with reference to new buildings for Oberlin College. The most important of these buildings is the new Men's Building to be erected at a cost of \$125,000. This building will be located in the block in which Warner Gymnasium stands. A second building agreed upon was the Administration Building, to cost approximately \$50,000, to be located back of the present Botanical Laboratory and on a line directly north from Warner Gymnasium; a third building will be a new building for the Conservatory of Music, to be known as Rice Hall, adjoining Warner Hall on the west, to cost \$65,000, and to be used for practice rooms in the department of Music. It is expected that work upon

the Men's Building and upon Rice Hall will begin immediately, and that these buildings will be completed by Commencement, 1910.

The Trustees provided for the granting of degrees at the Commencement exercises on Wednesday to one hundred and forty-six members of this year's classes.

For carrying on President King's work during his absence it has been arranged that an executive committee of five members shall be in charge of the affairs of the President's office as follows: Professor Root, chairman, and Professors Martin, Bosworth, Morrison, and Peck. The Trustees also selected Dr. Henry M. Tenney to be the chairman of the Board of Trustees, with authority to sign the legal papers of the Board during the absence of the President.

Appointments confirmed as follows:

Edwin B. Branson, permanent Professor of Geology and Curator of the Geological Museum; William J. Hutchins, permanent Professor of Homiletics in the Theological Seminary; G. Walter Fiske, permanent Professor of Practical Theology in the Theological Seminary, also Acting Dean of the Seminary for one year; George C. Hastings, Associate Professor of Pianoforte in the Conservatory of Music; Miss Kate W. Peck, Instructor in Singing in the Conservatory of Music; John E. Wirkler, Instructor in History in Oberlin Academy; Roy V. Hill, Instructor in Mathematics in Oberlin Academy; Victor C. Doerschuk, Tutor in Mathematics in Oberlin Academy, and Instructor in Physical Training; Philip D. Sherman, Associate Professor of English; Miss

Eva M. Oakes, Associate Professor of Drawing and Painting; Miss Mary E. Sinclair, Associate Professor of Mathematics; Miss Ethel M. Kitch, Instructor in Philosophy and Psychology; Mr. Karl W. Gehrken, Instructor in Normal Course of Public School Music; Mrs. A. A. Wright, Custodian of the Olney Art Collection.

R. Archibald Jelliffe, Instructor in English; Milton Percival, Instructor in English; James C. McCullough, Instructor in Chemistry; Vernon C. Harrington, Instructor in English; Alexander E. Hamilton, Instructor in French; Walter P. Stanley, Associate Professor of Pianoforte in the Conservatory of Music; Mrs. Alice M. Swing, Tutor in German in Oberlin Academy; Mrs. Mary T. Cowdery, Tutor in French in Oberlin Academy; Carl B. Wilson, Tutor in Botany and Zoology in Oberlin Academy; Frank Sicha, Tutor in English in Oberlin Academy; Mrs. Antoinette B. Harroun, Tutor in German in Oberlin Academy.

Albert H. Lybyer, Associate Professor of Medieval and Modern History; Raymond H. Stetson, Professor of Psychology; Francis E. Carr, Instructor in Mathematics; Bruce H. Davis, Associate Professor of Pianoforte in the Conservatory of Music; Mrs. Florenee Jenney Clancy, Instructor in Singing in the Conservatory of Music, Miss Helen Cochran, Instructor in Physical Training; Mrs. Ellen B. Hatch, Teacher of Physical Training; Miss Ada Ruso, Assistant in Botany; Arthur E. Fath, Assistant in Geology; Herrick E. Wilson, Assistant in Geology; Ralph E. Chaney, Assistant in Physics; George F. Pendleton, As-

sistant in Physics; Miss Anna Kellogg, Secretary to the Dean of the Conservatory; William S. Ament, Director of Athletics in Oberlin Academy; Robert E. Cushman, Assistant in Debate in Oberlin Academy; Miss Frances E. Jones, Teacher in the Women's Gymnasium.

Leaves of absence were granted to President King and Professors MacLennan, Grover, Kimball, and Heacock for study and travel during the coming year. President King will make a trip around the world.

Professor Hall's title was changed from Professor of History to Professor of English and American History.

Professor Raymond H. Stetson graduated from Oberlin College in the class of 1893, and took his A.M. degree here in 1896. He received the degree of Ph.D. at Harvard in 1901. He was assistant in the Chemical Laboratory in Oberlin for one year after graduation, and has had experience as professor of Philosophy in Tabor College, Iowa, and later in Beloit College, Wisconsin. He comes to Oberlin from Beloit. The appointment of Professor Stetson to the chair of Psychology makes it possible to separate the departments of Philosophy and Psychology, and the Trustees voted that Professor MacLennan shall hereafter have the title of Professor of Philosophy instead of his former title of Professor of Philosophy and Psychology. This separation of the two departments marks a distinct advance in the college work. Professor Stetson will carry Dr. MacLennan's courses during his year of absence in Europe, and the work of the two separate departments will begin in

September, 1910.

Professor Albert H. Lybyer was appointed Associate Professor of Medieval and Modern History to succeed Dr. W. S. Davis. Professor Davis resigned to accept a full professorship in the University of Minnesota. Dr. Lybyer is a graduate of Princeton University in the class of 1896. He received from Princeton the A. M. degree in 1899, and graduated from the Princeton Theological Seminary in 1900. For the last three years he has carried graduate work at Harvard University, and received the degree of Ph. D. this year. He has also had foreign study at the University of Marburg, Freiburg, and Grenoble. Dr. Lybyer has had five years' experience as Professor of Mathematics in Robert College, Constantinople.

PHI BETA KAPPA ELECTIONS.

At the meeting on Tuesday afternoon of the Zeta Chapter of Ohio of Phi Beta Kappa the following officers were elected for the ensuing year:

President—Professor E. I. Bosworth.

Vice-President—Professor J. T. Shaw.

Secretary and Treasurer—Professor W. D. Cairns.

The following members of the graduating class were initiated as members of the chapter:

Georgia Louise Andrews
 Alice Irene Blackmore
 Ralph Burroughs
 Wilbur Greeley Burroughs
 Zada Aurelia Curtiss
 George Sherman Dickinson
 John Doane, Jr.
 Joel Babcock Hayden

Edna Lane
 Bessie Mae McClure
 Edith Nash
 Florence Irene Otis
 Emerson Mears Parks
 Oliver Martin Saylor
 Alma Schultz
 Frederick Henderson Sterns

The following members of the classes designated were elected to membership in the chapter:

Class of 1896

Bessie Minerva Avery
 Harriet Edna Chamberlain
 Robert Henry Cowley
 Jennie McCartney Doren
 Ethelbert Vincent Grabill
 Asa Strong Hardy
 Henry Joseph Haskell
 Mary Josephine Nelson
 Edward Henry Rhoades, Jr.

Class of 1897

Grace Erwin Curtiss
 William Leon Dawson
 Clayton King Fauver
 Florence Mary Fitch
 Louis Eleazer Lord
 Claire Augusta Rudd McDonald
 Edward Alanson Miller
 Harriet Eva Penfield
 Ella Maria Stanley
 Mary Elizabeth Sheffield Stelle
 Mabel Pearl Wetterling

Class of 1899

Gustavas Adolphus Anderegg
 Jessie Anna Caughey
 Mary Alice Coledge
 Alice Sinclair Dodge
 Charlotte Cecile Harrington Dutton
 Abba Durant Harrington
 Theodosia Moore Savage Hawley
 Mary Eliza Hosford
 Clarence Chrisman Johnson
 George Grant Life
 Frances Marie Partridge Lord
 Esther Cochrane Ward

Class of 1900

Burton Ralph Cole
 Helen Bedortha Wright Dutton
 Lidie Harrold
 Edith Margaret Bloom Immel
 Russell Parsons Jameson
 Joseph Richardson Miller
 Rose May Munger Oviatt
 Florence Augusta Voorhees Phinney

Mary Emily Sinclair
 Mary Grant Shurtleff Storey

Class of 1901

Anna Lucille Holding
 John Mercer Langston
 Joseph Mayo Metcalf
 William Moreton Owen
 Alice Katherine Fairfield Saam
 Mary Savage
 William Simcox
 Charlene Edna Sperry
 Seeley Kelley Tompkins

Class of 1902

Mabel Zoe Wright Barton
 Iva Irene Brown
 Nora Earl Eade Chapman
 Myra Alice Godfrey
 Cecil Amy Johnson Harpham
 Roy Vernon Hill
 Alice Bell Charles Reid
 Margery Strong
 Helen Eliza Sweet
 Florence Louise Westlake

As of the class of 1905

Opal Celia Francis

BUREAU OF APPOINTMENTS.

The Secretary of the Bureau of Appointments reports an increasing demand by important High Schools and other institutions for Oberlin graduates who expect to teach. In addition to those placed in desirable positions by Director Morrison, of the Conservatory of Music, by Dr. Hanna and Dr. Leonard, of the De-

partment of Physical Training,—who in fact have never been able to meet all the requests made for teachers specially trained in their departments,—the Bureau has been able to be of material assistance to a number of seniors and graduate students who sought places in the usual departments of teaching. A substitute professorship in one of our western colleges has been filled for the coming year, and a number of high grade principalships, superintendencies, and departmental teaching positions have been secured for Oberlin people. The bulk of the Bureau's work, of course, is in placing Seniors, though it hopes to do an increasingly important service for Alumni who have had experience of some considerable duration, especially in co-operating with them when applying for positions. An endeavor is made to keep records of especial frankness and accuracy, so that suitable recommendations can be made.

It would be of material assistance to the Bureau if Alumni would send in notices of vacancies which come under their observation. All inquiries for registration blanks, or for information, should be sent to the Secretary of the Bureau, W. F. Bohn, College Offices.

FIRST CHURCH CELEBRATION 1834-1909.

On Saturday, Sunday and Monday, the eleventh, twelfth and thirteenth of September next, there will be held in the First Church of Oberlin, exercises commemorative of its organization seventy-five years ago.

Addresses of welcome and response, greetings from sister churches and from former members, a memorial

sermon, historical sketches and personal reminiscences will fill to overflowing the allotted time and fitly mark this mile-stone on the way to a rounded-out century.

A cordial invitation is extended not only to former members but to all who have in the past formed a part of the great congregation. It is hoped that very many who love the old church and who cherish sacred memories of its ministries will count it a privilege to attend this home-gathering.

The program, nearly completed, will later be given to the public.

COLLEGE PERSONALS.

Professor and Mrs. Arthur S. Kimball and children left Oberlin Thursday, July 1, for New York to sail July 3 on the steamer Chicago for Havre. Professor and Mrs. Kimball will spend the year in France.

Miss Frances J. Hosford represented the College at the recent celebration of Lake Erie College, Painesville, Ohio.

The series of five books on hygiene to which Mrs. Frances G. Jewett has devoted the past five years, is now complete.

Professor F. O. Grover and his two sisters, Miss Eulalie Grover and Miss Annie Grover, sailed Saturday, July 3, from Montreal, Canada, for Scotland. Professor Grover will devote the year to study and travel, having been granted a year's leave of absence.

Professor Fred G. Doolittle has gone to Alberta, Canada, where he has a section of wheat land.

Professor and Mrs. Charles W. Morrison plan to take an automobile trip during the summer.

Mr. and Mrs. Frederic Stiven and daughter, Elizabeth, sail in August on the steamer Chicago for Havre. They will spend two years in Paris where Mr. Stiven will continue his study of the organ with Guilmant and Widor.

President King will not be able to begin his trip around the world as soon as he anticipated as the necessity for completing the half million dollars makes his stay most desirable. Part of the time will be devoted to the revision for Macmillan Company of the Noble Lectures recently delivered at Harvard University.

Mrs. A. A. Wright and son, Norman, will spend the summer vacation with Mrs. S. F. MacLennan at the latter's summer home on one of the islands in Georgian Bay.

Miss Edith Dickson has accepted the work of general agent of the Educational Department of the New York Life Insurance Company, as associated with the Cleveland branch of that company. The department is a new departure in life insurance lines.

Professor W. J. Hutchins was the representative of the College at the inauguration of Professor Frank Case Sanders as President of Washburn College, Topeka, June 3.

Mr. A. F. Pennock, formerly Instructor in English in the College has been studying the past year at the Episcopal Divinity School, Cambridge, Massachusetts.

Mr. W. G. Mallory, for the past three years Assistant in the Department of Physics, has been appointed to a fellowship at Cornell University for the coming year.

Professor F. Anderegg will spend

the summer in Europe in charge of a company of boys.

The Committee on Course, Professor MacLennan, Chairman, has prepared a pamphlet, "Suggestions upon the Construction of Courses of Study," which has been approved by the Faculty, and will be placed in the hands of students at the beginning of the next semester.

THE GULICK HYGIENE SERIES

That practical hygiene should be taught in the public schools is now accepted by all educators, but anything more dry and uninteresting than the average school physiology and hygiene can scarcely be imagined. Moreover, these school text-books have been strong on the side which was of lesser value to children, anatomy, and extremely weak in the practical elements of hygiene for everyday life. The Gulick Hygiene Series, of which several volumes have been written by our Mrs. Frances Gulick Jewett, is a refreshing contrast to other text-books of this sort. Material in it has been primarily selected from practical considerations. For example, the authoress of the book for emergencies selected the emergencies which should be considered as a result of the careful study of newspaper clippings collected for more than a year, showing what emergency cases had actually arisen in the City of New York. Throughout the entire series the aim has been to treat the topics which were the most important and most useful in a thoroughly popular way and yet with the strictest scientific accuracy. The result is a series of text-books utterly unlike the ordinary public school text-book. Child-

ren read these books with as much interest as they read a story and I have seen children chuckling over the facts brought out in them with just as much enjoyment as they would find in the triumph of a hero in a Henty or a Stratemeyer. The books are commended by the very best authorities on physiology and hygiene in this country for their accuracy and by educators everywhere for their adaptability to the purpose of education.

The series is divided into five books. The first, entitled "Good Health," gives the general point of view and largely makes its appeal by telling what are the actual results of various ways of living. The second book, "Emergencies," teaches what to do in cases of accident and particularly how to avoid them. The third, "Town and City," tells about the hygiene of the community, the importance of clean water, clean streets, ventilation, etc. The fourth book, "The Body at Work," tells about physical training, circulation, and how each bodily function may be kept in most favorable action. The fifth book, "Control of Body and Mind," tells about the use of the senses and the nervous system. Everywhere practical suggestions are made, as for example, the chapter on the care of the eyes and that on the care of the teeth.

As four of the five books were written in Oberlin, the Oberlin reader will find much of personal interest in the description of our water-works, our sewer system, and other similar matters.

The series bids fair to be generally introduced into the public schools of this country and has set a new

standard for works of this character which will forever mark the series as epoch making.

AZARIAH S. ROOT,
Librarian, Oberlin College.

It is safe to predict that the direct and indirect influence of the Gulick Hygiene Series will bring new life to the physiology of the elementary schools. The series reaches a climax in an inspiring presentation of the importance and means of mental and physical control. This subject has been neglected in the past, yet it is fundamental in education. The book is in harmony with modern educational theory, and the author seems to recognize the need of making the physiology and hygiene of the grammar grades more worthy of the power of the pupil than it has been in recent years. "The care and cultivation of the social senses," "the relation of health to efficiency, mental clearness and memory," "the influence which worry, fear, anger, hope, and joy exert over circulation, respiration, and digestion," "the power which alcohol and narcotics have to damage the nervous system and destroy character," "attention, choice, will power, habit"—such ideas are discussed without attempting to teach psychology as a science or to present a diluted story of the mind. There is scientific treatment in evidence, however, because the subject has a definite and purposeful organization of its own. It is one of the chief merits of the book that facts are presented by means of concrete illustrations drawn in most cases from recent scientific researches, and that dogmas and ill-established theories are avoided. There are very few technical

terms, and anatomy is so over-shadowed by function that the former does not attract attention. The style is lucid and animated to a degree that makes it an interesting departure from the severe methods of the average text, yet it has none of the glittering vacuity characteristic of much of the so-called popular science.

The treatment of alcohol and narcotics cannot fail to make such instruction function powerfully among those essentially counter checks which have to do with individual and social control.—*The Educational Bi-Monthly, published by the Board of Education of Chicago, and edited by Ella Flagg Young.*

Alumni News

ALUMNI PERSONALS.

'47—Mrs. Antoinette Brown Blackwell is spending the summer at Chilmart, Massachusetts, where she will remain until October. Mrs. Blackwell is filling many lecture engagements.

'78—Rev. William C. Wilcox, who with Pastor Goba, has been engaged the past year in Oberlin in translating the Bible into the Zulu language, has completed the work and has gone to Claremont, California, to join Mrs. Wilcox, who will assist Mr. Wilcox in the final revision of the translation. When this is completed they will return to their work as missionaries at Umzinto, Natal, South Africa.

'79—Rev. and Mrs. John R. Nichols will spend the summer in travel on the continent. They sailed Thursday, July 1, on the steamer Hamburg for Naples.

'83—Rev. Herbert W. Grove, who has been pastor of a church at Forest Grove, Oregon, has changed his address to South Amherst, Massachusetts.

'84—Miss Flora I. Wolcott sailed June 19, for Antwerp, Belgium, where she will begin her summer of travel.

Miss Wolcott will return in September.

'85—Miss Emily R. Morrison sailed July 1, on the steamer Hamburg for Naples where the party will begin their travels for the summer.

'85—John Milton Putman Metcalf was inaugurated president of Talladega College, Monday, June 7 1909, the forty-second anniversary of the College.

'85—Rev. William L. Tenney's address in Minneapolis, Minnesota, is 2216 Humbolt Avenue.

'87-'85—Dr. and Mrs. Louis L. Nichols sailed July the first for Italy where they will spend the summer. The itinerary includes, Italy, Switzerland, France and England.

'88—Professor John R. Commons of the department of political economy in the University of Wisconsin in collaboration with several eminent authorities on the subject, has compiled a documentary history of American industrial society, beginning with the earliest labor and industrial conditions in the early plantation and frontier days of the seventeenth century and extending nearly to the close of the nineteenth century. The preface to the series of ten volumes

is written by Professor Richard T. Ely of the University of Wisconsin and the introduction is by Professor John B. Clarke of Columbia University. The work has been prepared under the auspices of the American Bureau of Industrial Research in co-operation with the Carnegie Institute of Washington.

'89—A memorial volume of letters of Isabella Riggs Williams and Henrietta B. Williams has been compiled by Mrs. Margaret W. Ferguson, daughter of Mrs. Williams. The volume is published by Fleming Revell, under the title, "By the Great Wall."

'89—Orrin A. Prince, who is Field Secretary of the Bible Teacher's Training School of New York City, has changed his residence address in Mount Vernon, to 577 East Fifth Street.

'90—Miss Alice B. Ring, who has won much honor with her large canvasses, has devoted herself to miniature work. She exhibited three miniatures in the Paris Salon which attracted much attention. Miss Ring returns this fall to the United States and will open a studio in East Cleveland, Ohio.

'91—Miss Emma Bates is the faculty director of the graduating classes and is teaching mathematics in the Spokane high school. Miss Bates's address in Spokane is 1603 Gardner Avenue.

'92—In addition to his work as a member of the faculty in the West high school of Cleveland, Ohio, as instructor in English, Mr. David P. Simpson has been a student of law in the Cleveland Law School. Mr. Simpson at the recent state examinations passed the examinations for

admission to the bar *magna cum laude*.

'92-'99—Miss Minnie Tobin and Miss Martha L. Tobin will spend the summer in Europe, the former in travel and the latter in Paris.

'93—Dr. Charles H. Browning and Miss Grace Thomas were married at the home of the bride's sister, Mrs. Howard H. Huckins, 117 Elm Street, Oberlin, Wednesday, June 30, 1909. Dr. and Mrs. Browning will reside at 45 North Cedar Avenue, Oberlin.

'94—William H. Partridge will conduct a party of tourists on the continent during the summer months. The party sailed June 19, and will return in September. Miss Charlotte Partridge was a member of the party.

'94—Dr. John W. Boss, who since the completion of his medical studies at Cleveland, Ohio, has been practicing both as a surgeon and physician at Birmingham, Ohio, has secured the services of a substitute and is engaged in special work in New York City.

'94—Miss Nellie A. Spore has resigned her position as director of physical training at Mt. Holyoke College.

'95—Mr. Charles A. Brand has tendered his resignation as Editor on the Pilgrim Press, Boston, which will take effect in September. Mr. Brand will become business manager of a fruit growing company, which will operate in Oregon and Idaho. Mr. and Mrs. Brand will make their change of residence in the fall.

'96—Walter Y. Durand has been appointed to a permanent position as special agent of the Bureau of Corporations, Washington, D. C. Mr. Durand is engaged in lumber investigation. Mr. and Mrs. Durand's address is The Glenn, Quarry Road,

Washington, D. C.

'97—Miss Ellen Raymond will spend the summer with her sister at Evanston, Illinois.

'97-'07 O. C. M.—Mr. William Cleland Clancy and Miss Florence Belle Jenney were married at the home of the bride's parents, Mr. and Mrs. Truman Jenney, 153 East College Street, Oberlin. Thursday evening, June 24, 1909, Dr. H. M. Tenney officiating. Miss Rose Jenney was maid of honor and Professor William K. Breckenridge acted as best man. Mr. and Mrs. Clancy will make their home in Oberlin the coming year.

'98—Mrs. Emily Williams Harding, who has been with her sister, Mrs. Willoughby A. Hemingway at Tai-ku, Shansi, China, for the past year, is visiting friends in Oberlin.

'98—William L. Whitney, who in 1907 was appointed First Deputy Attorney General of Hawaii, has received the appointment of Second Judge of the Circuit Court for the Territory of Hawaii.

'99—Miss Abba Harrington will spend the summer with her sister, Mrs. Ira J. Dutton at the latter's summer home in Wadsboro, Vermont.

'99-'06 O. C. M.—Dr. Clarence Eugene Simpson and Miss Anne Patton were married at the home of the bride's sister, Mrs. Carl S. Patton of Ann Arbor, Michigan, Wednesday evening, June 30, 1909. Dr. and Mrs. Simpson will reside in Detroit, Michigan, 103 Blaine Avenue.

'99—Mr. Vincil Carey Coulter and Miss Clare Winship Sylvester were married at the home of the bride's mother, Mrs. Daniel R. Sylvester, 225 North Seventeenth Street, Kansas City, Kansas, June 5, 1909. Mr.

and Mrs. Coulter will make their home in Warrensburg, Missouri.

'00—Alvin C. Brightman has completed the law course in the Law Department of Western Reserve University and has been admitted to the bar.

'01—Ward H. Nye, who is superintendent of the public schools at Billings, Montana, was the guest of friends in Oberlin during June.

'01 O. T. S.—Rev. Sigas K. Emurian and Miss Grace Jenyanan were married June 17, 1909, at the home of the bride, 1301 Divinity Place, Philadelphia, Pennsylvania. Mr. and Mrs. Emurian will continue to make their home in Philadelphia, where Mr. Emurian is engaged in evangelical work.

'02—Mr. and Mrs. Alfred T. Hemingway have changed their residence in Kansas City, Kansas, to 3705 Walnut Street.

'02—Born—To Mr. Henry Wood Fowler and Mrs. Mabel Price Fowler of Center Conway, New Hampshire, June 7, 1909, a daughter, Margaret Fowler.

'02—Born—To Dr. Claude A. Burrett and Mrs. Clara V. Partridge Burrett, 549 Packard Street, Ann Arbor, Michigan, June 9, 1909, a daughter, Helen Louise.

'03—Ernest T. Hale has changed his address from Amethyst, Colorado to 915 East 18th Avenue, Denver, Colorado.

'04—George C. Enders, who has been teaching at Union Christian College at Merom, Indiana, has changed his address to Jirch, Wyoming.

'04—Rev. Arthur H. Hope, who has been a pastor at Middletown, Connecticut, has severed his connection with

that church and is now pastor of the Congregational church at Madison, Connecticut.

'04—Miss Alma Laura Follansbee and Mr. Virgil L. MacGregor of Crookston, Minnesota, were married at the home of Dr. George Follansbee, East Cleveland, Ohio, Wednesday afternoon, June 30, 1909. Mr. and Mrs. MacGregor will make their home in Crookston, where Mr. MacGregor is cashier in one of the leading banks.

'04—Henry C. Huntington, who is Manager of the Pacific Coast department of the Lumber Insurance Company, has changed his address in Portland, Oregon, to 617 Lumbermen's Building.

'04—Mr. and Mrs. Harry W. Bails will make their home in Rockford, Illinois. Mr. Bails will resume his position with the Barber-Coleman Company, manufacturers, as assistant general purchasing agent.

'04—Mr. Chester Gilbert Livingston and Miss Katherine Matthew Hopper were married at the bride's home, 1802 Keeaumoku Street, Honolulu, Hawaii, July 1, 1909. Mr. and Mrs. Livingston will continue to make their home in Honolulu, where Mr. Livingston is a member of the faculty of the Kamehameha School.

'04 O. C. M.—John Ross Frampton has received a permanent appointment as professor of organ and piano instruction in the Iowa State Teachers' College at Cedar Falls, Iowa.

'05—Harold L. King has been given a Fellowship at Harvard University in history, and he will continue his work there the coming year.

'05—Louis W. Cheney has changed his address from Ann Arbor, Michigan,

to Minneapolis, Minnesota, Care Minneapolis Journal.

'05—Dan B. Symonds has completed his course in law at the Law school at Ann Arbor, Michigan.

'06—Mr. John Griffith Olmstead and Miss Lusanna Louise Hutchinson were married at the home of the bride's parents Mr. and Mrs. F. W. Hutchinson, 6338 Burbridge Street, Germantown, Pennsylvania, Tuesday evening, June 29, 1909. Mr. and Mrs. Olmstead will make their home in Columbus, Ohio, where Mr. Olmstead has accepted the position of general secretary of the Y. M. C. A. of Ohio State University.

'06—Miss Alice M. Durand's address is 1214 Madison Avenue, Baltimore, Maryland.

'06—David F. Nye has been admitted to the bar having passed the state examinations at Columbus, held June 16, after completing his law studies at Western Reserve University.

'06—Walter R. Barrows will spend the summer at Fauver Camp at Pike, New Hampshire, where he will be one of the Masters.

'07—Born—To Mr. Mortimer A. Houghton and Mrs. Grace Wood Houghton of Oberlin, Saturday, June 19, 1909, a daughter, Elizabeth.

'07—Among those who successfully passed the examinations for admission to the bar held at Columbus, Ohio, June 16, was Mr. William L. Countryman.

'07—Robert E. Ewalt's address is 201 McIntyre Bloek, Manitoba.

'08—Miss Lulu Houser is spending the summer at her home in Felicity, Ohio. Miss Houser's health may prevent her from continuing her studies next year.

'08—Miss Gertrude E. Sturges' present address is 306 Second Avenue, Asbury Park, New Jersey.

'08—Arthur E. Bradley, who the past year has been teaching at Superior, Wisconsin, will take special work during the summer at Case School, Cleveland, in preparation for the course in civil engineering he plans to take next year.

'09-'07—Mr. and Mrs. Seth L. Strong are spending the summer in travel in Europe.

'09 O. T. S.—Rev. Earl A. Munger is preaching at Prescott, Arizona. Mr. Munger's address is 207 South Alarcon.

'09—Miss Evelina Belden will be one of the force at Hiram House, Cleveland, Ohio, during the summer.

'09 O. T. S.—Rev. Claude M. Steele has located in Hurdsville, North Dakota.

FORMER STUDENTS.

Mr. and Mrs. I. D. Ellis of Idaho Springs, Colorado, announced the marriage of their daughter, Nettie Batchelder Ellis on Wednesday, March 24, 1909 to Mr. William T. Green.

Miss Ruth M. Reed has resigned her position as secretary of the Y. W. C. A. at WilkesBarre, Pennsylvania, which position she has held for the past four years, and has accepted an offer to become the city

and county secretary in the territorial section which embraces Pennsylvania, Maryland, and Delaware, with headquarters at Philadelphia.

Miss Elizabeth Whipple, who has been a teacher in the Oberlin public schools, has resigned and has accepted a position in the schools of Painesville, Ohio. Miss Whipple will move to Painesville during the summer and will keep house with her mother.

Miss Katherine Burgner, who has been a teacher in the Kamehameha School for girls at Honolulu, Hawaii for several years, is spending the summer vacation with her brother, Mr. Louis Burgner, of Oberlin.

The degree of Doctor of Divinity was recently conferred upon Benjamin Nyce by Hanover College.

Miss Eleanor P. Williams sailed Saturday, June 19, for Antwerp, Belgium. The summer will be devoted to travel on the continent, the party returning in September from Italy.

Mrs. Maude Barnum Benner, with her four children from Honolulu, are to be the guests of Mrs. Benner's mother, Mrs. M. H. Avery of Oberlin, during the summer months.

Victor Streater, who from June until October will give instruction in singing at Fosterville, Wisconsin, will after October open a studio in New York City in Carnegie Hall.

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